

# **Academic Strategies**

## **Student Learning Outcomes by Course**

### **AS 1 Individualized Academic Strategies**

Students will:

- 1) Demonstrate an increased proficiency level in English, reading or math through various skill building computer programs.
- 2) Complete a minimum of 100 lessons in 54 hours or more.

Assessment Tool:

Using the final computer reports of students' progress and proficiency levels, number of lessons and tests mastered and the number of hours worked.

### **AS 20 Prewriting Workshop:**

Given an in-class essay assignment, Students will

- 1) Use various pre-writing strategies to generate ideas for writing a college-level essay.
- 2) Write a thesis statement that includes a topic and an opinion or point about the topic.
- 3) Students will provide primary supporting ideas to support the thesis.

Assessment tool:

Given a new topic in class, students are to discuss the issue presented and then to individually brainstorm (or cluster) a list of ideas in order to establish a point of view about the topic. Students are then to compose an effective thesis statement that encompasses both the topic and the student's opinion or point about the topic. Students will then compose a list of at least three primary supporting ideas that reinforce and support the thesis.

### **AS 22 Vocabulary Building for College Students**

Given worksheets and in-class tests the students will:

- 1) Demonstrate the appropriate use of a thesaurus in identifying and correctly using denotations, connotations and euphemisms.
- 2) Demonstrate the appropriate use of a dictionary as it relates to multiple meanings and the etymology of words.
- 3) Recall and use major roots and affixes to decipher and define unfamiliar words.

Assessment tool:

On the comprehensive, multiple choice, final exam the students will be able to choose the correct definition of 50 words based on its etymology and/or roots and affixes. In addition, the students

will identify the correct roots and/or affixes in the 50 new words and correctly write the roots and affixes on the exam.

### **AS 23 Spelling Techniques:**

Students will

1. Proofread college-level texts and identify most spelling errors.
2. Correct common spelling errors identified within a text.
3. Understand and correctly apply common spelling and usage rules to previously unfamiliar words.

Assessment tool:

Students will be given an in-class, previously unseen, timed text to proofread of approximately 250-500 words that includes 25 spelling, apostrophe, capitalization, and homonym errors. Students must identify and correct errors by writing on the text.

### **AS 25 Thinking Skills for College Courses:**

Students will:

- 1) Demonstrate the use of a series of techniques necessary to analyze, compare, contrast, organize and execute verbal reasoning problems,
- 2) Demonstrate the use of a series of techniques necessary to analyze, compare, contrast, organize and execute trends and patterns,
- 3) Demonstrate the use of a series of techniques necessary to analyze, compare, contrast, organize and execute analogies.

Assessment tool:

Comprehensive pre and post (multiple choice) tests will require students to demonstrate their ability to accurately complete verbal reasoning problems, solve trends and patterns and identify the correct relationships in analogies. They must score the same or higher percentage on the post test.

### **AS 30 Test-Taking Strategies:**

- 1) Students will demonstrate an ability to employ strategies for answering true/false questions.
- 2) Students will exhibit an ability to employ strategies for answering multiple choice questions.
- 3) Students will be able to correlate an application of acquired knowledge on subjective test questions with linguistically and structurally appropriate answers.

Assessment Tool:

A comprehensive final exam that will require students to achieve a passing percentile score on objective questions (true/false, matching, and multiple choice) solely by employing objective-question strategies rather than fore-knowledge of any subject matter. The test will also require students to complete a subjective (short answer, essay) section by demonstrating strategies designed to express an application of knowledge through language and structure appropriately correlated to the subjective questions.

### **AS 31 DEACTIVATED**

### **AS 33 Memory Techniques:**

- 1) Students will be able to explain two different mnemonic systems for encoding the same cluster of information.
- 2) Students will be able to demonstrate a method of rehearsal of previously retained information.
- 3) Students will be able to recall information pegged to a specific mnemonic system.

Assessment Tool:

A comprehensive final exam that will require students to encode a cluster of information using two distinctly different mnemonic techniques, demonstrate a method of rehearsal of a previously assigned list of memorized items, and recall information using a specific mnemonic device.

### **AS 35 Listening and Note taking Skills:**

- 1) Students will be able to demonstrate the use of common abbreviations and speedwriting techniques
- 2) Students will be able to exhibit proper use of the Cornell note-taking system.
- 3) Students will be able to demonstrate the use of concept mapping as a note-taking system.

Assessment Tool:

A final exam or project that will require students to take notes on a lecture and/or reading, for which the students must process the information as both a set of Cornell notes and a concept map.

### **AS 36 Sentence Errors and Punctuation**

Students will:

1. Demonstrate competent writing that is reasonably proficient in correct grammar skills.
2. Demonstrate competent writing that is reasonably proficient in correct sentence structure.
3. Demonstrate writing that is reasonably proficient in correct use of punctuation.

Assessment tool:

Students will be given a text to proofread and correct for grammar, sentence-skills, and punctuation errors.

AND/OR

Given an in-class writing prompt, students will each write a 250-500-word composition that will demonstrate the student's grammar, sentence skills, and punctuation skills.

**AS 40 DEACTIVATED**

**AS 50 DEACTIVATED**

**AS 60 Strategies for Success in Distance Education**

Students will:

1. Demonstrate their ability to navigate Etudes program and online learning platform systems in order to successfully conduct internet searches, send and download emails, use group discussion boards, and utilize multimedia in distant education courses.
2. Demonstrate their ability to navigate and communicate in synchronous and asynchronous discussions, upload attachments, and illustrate ability to conduct rudimentary research on the Internet.
3. Demonstrate application of test taking techniques and study methods in an online environment.